



North Lincolnshire Annual Education Report 2014

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1 Purpose of this report

This report provides a synopsis of education standards in North Lincolnshire. Results are compiled from the latest available data. Trends of performance are identified over a three-year period and, where possible, outcomes are compared to national standards for benchmarking purposes.

This report draws out the key areas for action. The purpose is **to provoke debate about local education priorities**, rather than determine the means by which improvements should be made.

2 Contextual changes for 2014 outcomes reporting

At the end of key stage 2 primary schools are now judged to have met the floor standard if 65% or more (previously 60%) of their pupils achieve level 4 or above in reading, writing and maths combined and they are at or above the national median for two levels progress from key stage 1 in each of reading, writing and mathematics.

There are a range of changes affecting this year's key stage 4 exam results:

- only a candidate's first sitting of a subject will count towards the Government's performance measures
- no vocational qualification can count for more than 1 GCSE
- there has been a shift from coursework to end-of-course testing
- in English, speaking and listening tests no longer count towards the final grade

Critically, to achieve the gold standard of 5A*-C including GCSE English and mathematics, students must achieve at least one other GCSE at grade C within the 5. Previously, students could gain GCSE English and Mathematics and use all 'GCSE equivalent qualifications' to make up the 5A*-C component of the measure. These changes make the floor standard more demanding and make comparisons with previous years problematic.

3 Summary of key points

3.1 Early Years Foundation Stage

In 2014, a 12 percentage point increase in the percentage of children achieving a good level of development has placed North Lincolnshire children 5 percentage points **ahead of their peers elsewhere** and **in the top 25% of all local authorities in England**. Sixty-five percent achieved the expected outcome (58% boys and 72% girls) compared with 60% nationally.

As in 2013, there are some key areas that require further strengthening as pre-requisites to progression into Key Stage 1. Locally, the limiting aspect for a good level of development at age 5 continues to be writing with 70% of children judged at expected or exceeding. This is followed by numbers (76%) and reading (77%). For too many children, weaknesses in these key skills remain an inhibiting factor that persists through their primary age education.

3.2 Year 1 Phonics

Outcomes for North Lincolnshire children continued to improve in phonic decoding in 2014, with a 6 percentage point improvement on the previous year. Seventy-seven percent of children in Year 1 met the expected standard in the phonics screening check, which is 3 percentage points **above the national outcome** of 74% and **within the top 25% of all local authorities** in England. The gender gap narrowed slightly, with a reduction from 9 to 7 percentage points (74% boys and 81% girls).

3.3 Key Stage 1

Attainment improved in all subject areas at key stage 1 in 2014. Outcomes for North Lincolnshire children have improved faster than those nationally and are now **in line with national figures** in all subject areas at level 2 or above. Attainment at the more secure level 2b or above remained lower than national but has improved at a faster rate in all subject areas (+3 percentage points in reading, +4 percentage points in maths and +5 percentage points in writing). At level 3 or above attainment was once again in line with national outcomes for reading and maths and 2 percentage points above in writing.

3.4 Key Stage 2

In North Lincolnshire, attainment at the end of key stage 2 has risen in all subject areas. This has led to an increase in attainment in reading, writing and mathematics combined. There has also been an increase in the percentage of pupils making expected progress between key stage 1 and key stage 2. There are, however, **significant challenges to be addressed in the year ahead** in order to bring attainment at least in line with national outcomes.

Although improvement was evident in the key benchmark areas North Lincolnshire's outcomes for 2014 are placed in the lower quartile in all subjects at level 4 or above and level 4B or above, and for progress measures in reading and mathematics. The proportion of pupils at age 11 attaining Level 4 or above in each of reading, writing and mathematics improved by 4 percentage points (72% boys and 78% girls). This is 4 percentage points below the national outcome and the LA is ranked =129th out of 152 authorities.

3.5 Key Stage 4

Provisional and un-validated data for North Lincolnshire shows that 57% of students achieved 5A*-C including English and maths by their best entry i.e. the qualifications that they will receive. The final outcome for 5A*-C including English and maths based on first entry results (the qualifications that count in the government's performance tables) shows that 55% of students achieved the benchmark, which is **above the all-England-average** of 53%. One school is below the floor standard.

3.6 Post 16

In 2014 99% of students in school-based sixth form provision in North Lincolnshire achieved a pass at A-level. However, proportions of students achieving A*-A grades fell, but there was an increase in the proportion achieving A*-B grades. It should be noted that local cohorts are small and results are subject to volatility.

3.6 Level 2 and 3 Attainment at age 19

The proportion of 19 year olds qualified to Level 2 or higher declined slightly, with 83.4% achieving a level 2 qualification in 2014; this is just below the 'all LA' average and the Yorkshire & Humber average. The proportion of 19 year olds achieving a level 3 qualification has also decreased slightly.

3.7 Narrowing the gaps

The inequality gap between the lowest achieving 20% of children and their peers in the Early Years Foundation Stage has narrowed by 6 percentage points, whilst the attainment gap between children and young people eligible for Free School Meals and their peers has narrowed by 7 percentage points.

In Key Stage 1, the attainment gap between children and young people eligible for Free School Meals and their peers has narrowed in each subject. The gap has also narrowed in the headline measure at Key Stage 2. At Key Stage 4, the Free School Meals attainment gap has narrowed by over 6 percentage points between 2013 and 2014.

There is much more to do in this respect and raising the achievement of disadvantaged pupils will continue to be a key priority in North Lincolnshire.

Attainment gaps between boys and girls have narrowed across the Early Years Foundation Stage and in key stages 1, 2 and 4.

3.8 Ofsted outcomes for schools

Since the introduction of the new Ofsted framework in September 2012 Ofsted data shows that the proportion of pupils educated in a **good or better North Lincolnshire primary school has increased from 64% to 75%** (August 2014). In the same time-frame, the proportion of pupils educated in a **good or better North Lincolnshire secondary school has increased from 44% to 70%**. Locally calculated data shows that **over 2,700 more children and young people attended a good or outstanding school in August 2014 compared to August 2012**. Over the course of the 2013-14 academic year the proportion of pupils educated in a good or better North Lincolnshire primary school was unchanged at 75%, whilst the proportion of pupils educated in a good or better North Lincolnshire secondary school declined by 14 percentage points. The two main providers of post-16 education are both judged to be good.

Further work is required to increase the proportion of outstanding provision in North Lincolnshire. A reasonable hypothesis is that the relatively low number of outstanding providers is as significant a risk factor to area wide performance as the persistence of a minority of schools that require improvement.

4 Priorities for improvement

For 2014-15 the non-negotiable cross-cutting priorities are

- Narrowing attainment gaps for children eligible for free-school meals, children with special educational needs and children in care
- Improving standards of communication and literacy at all ages, especially writing
- Improving attainment by the end of primary age
- Increasing the proportion of outstanding schools and settings
- Improving the quality of leadership and governance in schools and settings

EARLY YEARS FOUNDATION STAGE (EYFS) HEADLINES

Headline outcomes for children aged 5

Please note - the new EYFS framework was introduced in 2013.

	2013	2014	N Lincs 2 year change	National 2014	National 2 year change
Children achieving a good level of development*	53%	65%	+12ppt	60%	+8ppt
The percentage inequality gap in achievement across all the Early Learning Goals**	36%	30%	-6ppt	34%	-3ppt
Children achieving expected or exceeding level in the Literacy Area of Learning	60%	69%	+9ppt	66%	+5ppt
Children achieving expected or exceeding level in the Mathematics Area of Learning	68%	74%	+6ppt	72%	+6ppt

Source: SFR 39/2014 published 16/10/14

*Good Level of Development = Awarded Expected or Exceeding grade in all Prime Learning Goals and all Literacy and Mathematics Areas of Learning.

** The percentage gap in achievement between the lowest 20 per cent of achieving children in a local authority (mean score), and the score of the median. The gap is calculated from unrounded percentages.

PHONICS SCREENING CHECK HEADLINES

The phonics screening check was introduced in 2012. It is a statutory assessment for all children in year 1 (typically aged 6) to check whether they have reached the expected standard in phonic decoding. Those pupils who did not meet the standard in year 1 or who were not tested are re-checked at the end of year 2 (typically aged 7).

Teachers administer the screening check one-on-one with each pupil and record whether their response to each of the 40 words is correct. This mark is from 0 to 40 and for 2014, as in previous years, the threshold to determine whether a pupil had reached the expected standard was 32.

	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
Children meeting the expected standard of phonic decoding (year 1)	55%	71%	77%	+22ppt	74%	+16ppt
Children meeting the expected standard of phonic decoding (year 1 and year 2)	n/a	85%	90%	+5ppt	88%	+3ppt

Source: SFR 34/2012 published 25/09/14

KEY STAGE 1 HEADLINES

National Curriculum assessment provides a measurement of achievement against the precise attainment targets of the National Curriculum. The National Curriculum standards have been designed so that most pupils will progress by approximately one level every two years. This means that by the end of Key Stage 1 pupils are expected to achieve Level 2. This report also considers attainment at Level 2b+ (secure level 2) and Level 3 (above expected outcomes).

		2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
Reading:	Level 2+	87%	88%	90%	+3ppt	90%	+3ppt
	Level 2b+	73%	76%	79%	+6ppt	81%	+5ppt
	Level 3+	24%	28%	30%	+6ppt	31%	+4ppt
Writing:	Level 2+	82%	84%	86%	+4ppt	86%	+3ppt
	Level 2b+	58%	64%	69%	+11ppt	70%	+6ppt
	Level 3+	13%	16%	18%	+5ppt	16%	+2ppt
Mathematics:	Level 2+	90%	90%	92%	+2ppt	92%	+1ppt
	Level 2b+	72%	75%	79%	+6ppt	80%	+4ppt
	Level 3+	17%	21%	23%	+6ppt	24%	+2ppt

Source: SFR 34/2014 published 25/09/14

KEY STAGE 2 HEADLINES

	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
Level 4+ in reading, writing and maths	70%	71%	75%	+5ppt	79%	+4ppt
Level 4+ in reading	83%	82%	86%	+3ppt	89%	+2ppt
Level 4+ in writing	76%	79%	83%	+7ppt	85%	+4ppt
Level 4+ in maths	80%	82%	83%	+3ppt	86%	+2ppt
Level 4+ in GPS*	-	70%	73%	+3ppt (2 year change)	76%	+2ppt (2 year change)
2+ levels of progress in reading	87%	85%	90%	+3ppt	91%	+1ppt
2+ levels of progress in writing	89%	91%	93%	+4ppt	93%	+3ppt
2+ levels of progress in maths	86%	86%	88%	+2ppt	90%	+3ppt
Level 5+ in reading, writing and maths	17%	17%	21%	+4ppt	24%	+4ppt

Source: SFR 50/2014 published 11/12/2014

* Grammar, Punctuation and Spelling

KEY STAGE 4 HEADLINES

Un-validated figures based on pupils' 'best' results

	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
5A*-C including GCSE English and GCSE mathematics	56%	57%	57%	+1ppt	58%	-1ppt
3+ Levels of Progress in English	62%	65%	71%	+9ppt	73%	+5ppt
3+ Levels of Progress in mathematics	66%	71%	66%	0ppt	68%	-1ppt

Source: EPAS provisional data released 7/10/2014

Validated figures based on pupils' 'first' results

	2014	National 2014
5A*-C including GCSE English and mathematics	55%	53%
3+ Levels of Progress in English	71%	72%
3+ Levels of Progress in mathematics	65%	66%

Source: LA Data Matrix published 30/01/2015

POST-16 HEADLINES

	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
Students attaining an A*-A	24%	23%	20%	-4ppt	27%	0ppt
Students attaining an A*-E	100%	99%	99%	-1ppt	99%	0ppt
Students achieving at least two substantial level 3 qualifications	93%	88%	84%	-9ppt	91%	-2ppt

Source: SFR02/2015 published 29/01/15

LEVEL 2 AND LEVEL 3 QUALIFICATIONS BY AGE 19 HEADLINES

	2012	2013	2014	N Lincs 3 year change	All LAs 2014	All LAs 3 year change
Proportion of 19 year olds qualified to Level 2 or higher	81%	84%	83%	+2ppt	85%	+2ppt
Proportion of 19 year olds qualified to Level 2 or higher in English & Maths	58%	62%	62%	+4ppt	66%	+4ppt
Proportion of 19 year olds qualified to Level 3 or higher	48%	50%	49%	+1ppt	58%	+2ppt

Source: SFR 11/2015 published 31/03/15

CLOSING THE GAPS – FREE SCHOOL MEALS ELIGIBILITY

Please note - the new EYFS framework was introduced in 2013.

Early Years Foundation Stage	2013	2014	N Lincs 2 year change	National 2014	National 2 year change
FSM eligible children achieving a good level of development	35%	52%	+17ppt	45%	+9ppt
Non-FSM eligible children achieving a good level of development	57%	67%	+10ppt	64%	+9ppt
Attainment gap	22ppt	15ppt	-7ppt	19ppt	0ppt

Source: SFR 46/2014 published 20/11/14

Phonics (Year 1)	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
FSM eligible children meeting the expected standard of phonic decoding	37%	55%	65%	+28ppt	61%	+17ppt
Non-FSM eligible children meeting the expected standard of phonic decoding	60%	75%	80%	+20ppt	77%	+16ppt
Attainment gap	23ppt	20ppt	15ppt	-8ppt	16ppt	-1ppt

Source: SFR 34/2014 published 25/09/14

Key Stage 1	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
FSM eligible children achieving Level 2+ in reading	72%	74%	79%	+7ppt	80%	+4ppt
Non-FSM eligible children achieving Level 2+ in reading	91%	91%	92%	+1ppt	92%	+2ppt
Attainment gap	19ppt	17ppt	13ppt	-6ppt	12ppt	-2ppt
FSM eligible children achieving Level 2+ in writing	65%	70%	72%	+7ppt	75%	+5ppt
Non-FSM eligible children achieving Level 2+ in writing	87%	88%	89%	+2ppt	89%	+3ppt
Attainment gap	22ppt	18ppt	17ppt	-5ppt	14ppt	-2ppt
FSM eligible children achieving Level 2+ in maths	77%	79%	83%	+6ppt	85%	+3ppt
Non-FSM eligible children achieving Level 2+ in maths	93%	93%	94%	+1ppt	94%	+2ppt
Attainment gap	16ppt	14ppt	11ppt	-5ppt	9ppt	-1ppt

Source: SFR 34/2014 published 25/09/14

Key Stage 2	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
FSM eligible children achieving Level 4+ in reading, writing and mathematics	47%	51%	55%	+8ppt	64%	+5ppt
Non-FSM eligible children achieving Level 4+ in reading, writing and mathematics	75%	75%	79%	+4ppt	82%	+4ppt
Attainment gap	28ppt	24ppt	24ppt	-4ppt	18ppt	-1ppt
FSM eligible children achieving Level 4+ in reading	69%	67%	71%	+2ppt	79%	+2ppt
Non-FSM eligible children achieving Level 4+ in reading	86%	86%	88%	+2ppt	91%	+1ppt
Attainment gap	17ppt	19ppt	17ppt	0ppt	12ppt	0ppt
FSM eligible children achieving Level 4+ in writing	56%	65%	67%	+11ppt	73%	+5ppt
Non-FSM eligible children achieving Level 4+ in writing	80%	84%	86%	+6ppt	88%	+3ppt
Attainment gap	24ppt	19ppt	19ppt	-5ppt	15ppt	-2ppt
FSM eligible children achieving Level 4+ in maths	67%	71%	67%	0ppt	75%	+9ppt
Non-FSM eligible children achieving Level 4+ in maths	85%	85%	86%	+1ppt	88%	+5ppt
Attainment gap	18ppt	14ppt	19ppt	+1ppt	13ppt	-4ppt

Source: SFR 50/2014 published 11/12/14

Key Stage 4	2012	2013	*2014	N Lincs 3 year change	National 2014*	National 3 year change
FSM eligible children achieving 5A*-C including GCSE English and maths	32%	25%	29%	n/a	34%	n/a
Non-FSM eligible children achieving 5A*-C including GCSE English and maths	60%	61%	59%	n/a	61%	n/a
Attainment gap	28ppt	36ppt	30ppt	n/a	27ppt	n/a

Source: SFR02/2015 published 29/01/15 (*based on first entry)

Qualification by age 19	2012	2013	2014	N Lincs 3 year change	All LAs 2014	All LAs 3 year change
19 year olds qualified to Level 2 or higher formerly in receipt of Free School Meals	57%	66%	67%	+10ppt	71%	+2ppt
Attainment gap to peers	28ppt	22ppt	21ppt	-7ppt	17ppt	0ppt
19 year olds qualified to Level 3 or higher formerly in receipt of Free School Meals	22%	23%	25%	+3ppt	36%	+2ppt
Attainment gap to peers	29ppt	31ppt	28ppt	-1ppt	25ppt	+1ppt

Source: SFR 11/2015 published 31/03/15

CLOSING THE GAPS – GENDER

Please note - the new EYFS framework was introduced in 2013.

Early Years Foundation Stage	2013	2014	N Lincs 2 year change	National 2014	National 2 year change
Boys achieving a good level of development	45%	58%	+13ppt	52%	+8ppt
Girls achieving a good level of development	60%	72%	+12ppt	69%	+9ppt
Gender gap	15ppt	14ppt	-1ppt	16ppt	0ppt

Source: SFR 39/2014 published 16/10/14

Phonics (Year 1)	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
Boys meeting the expected standard of phonic decoding	50%	67%	74%	+24ppt	70%	+16ppt
Girls meeting the expected standard of phonic decoding	60%	76%	81%	+21ppt	78%	+16ppt
Gender gap	10ppt	9ppt	7ppt	-3ppt	8ppt	+1ppt

Source: SFR 34/2014 published 25/09/14

Key Stage 1	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
Boys achieving Level 2+ in reading	83%	85%	87%	+4ppt	87%	+3ppt
Girls achieving Level 2+ in reading	91%	91%	93%	+2ppt	93%	+3ppt
Gender gap	8ppt	6ppt	6ppt	-2ppt	6ppt	0ppt
Boys achieving Level 2+ in writing	76%	79%	81%	+5ppt	82%	+4ppt
Girls achieving Level 2+ in writing	88%	90%	90%	+2ppt	91%	+3ppt
Gender gap	12ppt	11ppt	9ppt	-3ppt	9ppt	-1ppt
Boys achieving Level 2+ in maths	88%	89%	90%	+2ppt	91%	+2ppt
Girls achieving Level 2+ in maths	91%	92%	93%	+2ppt	93%	+1ppt
Gender gap	3ppt	3ppt	3ppt	0ppt	2ppt	-1ppt

Source: SFR 34/2014 published 25/09/14

Key Stage 2	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
Boys achieving Level 4+ in reading, writing and maths	64%	67%	72%	+8ppt	76%	+5ppt
Girls achieving Level 4+ in reading, writing and maths	76%	75%	78%	+2ppt	82%	+3ppt
Gender gap	12ppt	8ppt	6ppt	-6ppt	6ppt	-2ppt

Source: SFR 50/2014 published 11/12/14

Key Stage 4	2012	2013	*2014	N Lincs 3 year change	National 2014*	National 3 year change
Boys achieving 5A*-C including GCSE English and maths	51%	49%	50%	n/a	48%	n/a
Girls achieving 5A*-C including GCSE English and maths	62%	65%	59%	n/a	59%	n/a
Gender gap	11ppt	16ppt	9ppt	n/a	11ppt	n/a

Source: SFR 02/2015 published 29/01/15 *based on 'first' entry

Key Stage 5	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
Boys achieving at least 2 substantial Level 3 qualifications	92%	86%	83%	-9ppt	90%	-4ppt
Girls achieving at least 2 substantial Level 3 qualifications	94%	89%	85%	-9ppt	91%	-2ppt
Gender gap	2ppt	3ppt	2ppt	0ppt	1ppt	0ppt
Boys achieving grades AAB or better at A Level or Applied (single/double award) A Level	17%	13%	12%	-5ppt	20%	0ppt
Girls achieving grades AAB or better at A Level or Applied (single/double award) A Level	20%	14%	11%	-9ppt	20%	-1ppt
Gender gap	3ppt	1ppt	1ppt	-2ppt	0ppt	-1ppt

Source: SFR 02/2015 published 29/01/15

CLOSING THE GAPS – SPECIAL EDUCATIONAL NEEDS

Please note - the new EYFS framework was introduced in 2013.

Early Years Foundation Stage	2013	2014	N Lincs 2 year change	National 2014	National 2 year change
Children with identified SEN but without a statement achieving a good level of development	19%	22%	+1ppt	21%	+5ppt
Attainment gap to peers	38ppt	47ppt	+9ppt	44ppt	+4ppt
Children with a statement achieving a good level of development	x	x	n/a	3%	+1ppt
Attainment gap to peers	n/a	66ppt	n/a	50ppt	+13ppt

Source: SFR 46/2014 published 20/11/14, x – data suppressed

Phonics (Year 1)	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
Children with identified SEN but without a statement meeting the expected standard of phonic decoding	21%	31%	41%	+20ppt	40%	+15ppt
Attainment gap to peers	41ppt	48ppt	43ppt	+2ppt	41ppt	+1ppt
Children with a statement meeting the expected standard of phonic decoding	x	x	19%	n/a	17%	+5ppt
Attainment gap to peers	n/a	n/a	65ppt	n/a	64ppt	+11ppt

Source: SFR 34/2014 published 25/09/14, x – data suppressed

Key Stage 1	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
Children with identified SEN but without a statement achieving Level 2+ in reading	56%	57%	62%	+6ppt	64%	+6ppt
Attainment gap to peers	40ppt	39ppt	34ppt	-6ppt	33ppt	-4ppt
Children with a statement achieving Level 2+ in reading	16%	15%	23%	+7ppt	25%	+2ppt
Attainment gap to peers	80ppt	81ppt	73ppt	-7ppt	72ppt	0ppt
Children with identified SEN but without a statement achieving Level 2+ in writing	46%	50%	50%	+4ppt	54%	+5ppt
Attainment gap to peers	46ppt	44ppt	44ppt	-2ppt	40ppt	-4ppt
Children with a statement achieving Level 2+ in writing	8%	12%	15%	+7ppt	19%	+2ppt
Attainment gap to peers	84ppt	82ppt	79ppt	-5ppt	75ppt	-1ppt
Children with identified SEN but without a statement achieving Level 2+ in maths	65%	71%	69%	+4ppt	73%	+3ppt
Attainment gap to peers	32ppt	26ppt	28ppt	-4ppt	25ppt	-2ppt
Children with a statement achieving Level 2+ in maths	13%	20%	23%	+10ppt	28%	+2ppt
Attainment gap to peers	84ppt	77ppt	74ppt	-10ppt	70ppt	-1ppt

Source: SFR 34/2014 published 25/09/14

Key Stage 2	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
Children with identified SEN but without a statement achieving Level 4+ in reading, writing and maths	26%	23%	33%	+7ppt	42%	+6ppt
Attainment gap to peers	61ppt	62ppt	56ppt	-5ppt	48ppt	-13ppt
Children with a statement achieving Level 4+ in reading, writing and maths	10%	9%	10%	0ppt	15%	+5ppt
Attainment gap to peers	77ppt	76ppt	79ppt	+2ppt	75ppt	0ppt

Source: SFR 50/2014 published 11/12/14

Key Stage 4	2012	2013	*2014	N Lincs 3 year change	*National 2014	National 3 year change
Children with identified SEN but without a statement achieving 5A*-C including GCSE English and maths	22%	17%	21%	n/a	24%	n/a
Attainment gap to peers	47ppt	53ppt	43ppt	n/a	42ppt	n/a

Source: SFR 02/2015 published 29/01/15 (*based on 'first' entry)

Level 2 qualification by age 19	2012	2013	2014	N Lincs 3 year change	All LAs 2014	All LAs 3 year change
Children with identified SEN but without a statement qualified to Level 2 or higher by age 19	64%	68%	71%	+7ppts	71%	+4ppt
Attainment Gap to peers	26ppt	25ppt	23ppt	-3ppt	21ppts	-3ppt

Source: SFR 11/2015 published 31/03/15

Level 3 qualification by age 19	2012	2013	2014	N Lincs 3 year change	All LAs 2014	All LAs 3 year change
Children with identified SEN but without a statement qualified to Level 3 or higher by age 19	21%	22%	26%	+5ppt	31%	+2ppt
Attainment Gap to peers	37ppt	38ppt	34ppt	-3ppt	35ppt	0ppt

Source: SFR 11/2015 published 31/03/15

CLOSING THE GAPS – ENGLISH AS AN ADDITIONAL LANGUAGE

Please note - the new EYFS framework was introduced in 2013.

Early Years Foundation Stage	2013	2014	N Lincs 2 year change	National 2014	National 2 year change
Children whose first language is English achieving a GLD	56%	66%	+10ppt	63%	+9ppt
Children whose first language is other than English achieving a GLD	36%	56%	+20ppt	53%	+9ppt
Attainment gap	20ppt	10ppt	-10ppt	10ppt	0ppt

Source SFR 46/2014 published 20/11/14

Phonics (Year 1)	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
Children whose first language is English meeting the expected standard of phonic decoding	54%	71%	78%	+24ppt	75%	+17ppt
Children whose first language is other than English meeting the expected standard of phonic decoding	67%	73%	73%	+6ppt	74%	+16ppt
Attainment gap	-13ppt	-2ppt	5ppt	-8ppt	1ppt	+1ppt

Source: SFR 34/2014 published 25/09/14

Key Stage 1	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
Children whose first language is English achieving Level 2+ in reading	87%	88%	91%	+4ppt	91%	+3ppt
Children whose first language is other than English achieving Level 2+ in reading	86%	85%	82%	-4ppt	87%	+3ppt
Attainment gap	1ppt	3ppt	9ppt	+8ppt	4ppt	0ppt
Children whose first language is English achieving Level 2+ in writing	82%	84%	87%	+5ppt	87%	+3ppt
Children whose first language is other than English achieving Level 2+ in writing	81%	83%	78%	-3ppt	83%	+3ppt
Attainment gap	1ppt	1ppt	9ppt	+8ppt	4ppt	0ppt
Children whose first language is English achieving Level 2+ in maths	89%	91%	92%	+3ppt	93%	+2ppt
Children whose first language is other than English achieving Level 2+ in maths	92%	89%	88%	-4ppt	90%	+2ppt
Attainment gap	-3ppt	2ppt	4ppt	+1ppt	3ppt	0ppt

Source: SFR 34/2014 published 25/09/14

Key Stage 2	2012	2013	2014	N Lincs 3 year change	National 2014	National 3 year change
Children whose first language is English achieving Level 4+ in reading, writing and maths	70%	71%	75%	+5ppt	79%	+4ppt
Children whose first language is other than English achieving Level 4+ in reading, writing and maths	64%	72%	79%	+15ppt	77%	+1ppt
Attainment gap	-6ppt	-1ppt	4ppt	-2ppt	2ppt	0ppt

Source: SFR 50/2014 published 11/12/14

Key Stage 4	2012	2013	*2014	N Lincs 3 year change	National 2014*	National 3 year change
Children whose first language is English achieving 5A*-C including GCSE English and maths	57%	57%	55%	n/a	57%	n/a
Children whose first language is other than English achieving 5A*-C including GCSE English and maths	49%	48%	44%	n/a	57%	n/a
Attainment gap	8ppt	9ppt	11ppt	n/a	0ppt	n/a

Source: SFR 02/2015 published 29/01/15 (*based on 'first' entry)

CLOSING THE GAPS – LOOKED AFTER CHILDREN

In 2014 the end of Key Stage 2 cohort comprised of five children who had been continuously in care for 12 months or more. Two of the children had statements of SEN whilst one was at School Action.

	Achieving Level 4 or above			Achieving 2 levels of progress		
	Reading	Writing	Maths	Reading	Writing	Maths
Number	4	4	4	5	5	4
Percentage	80%	80%	80%	100%	100%	80%

In 2014 the end of Key Stage 4 cohort comprised of 11 young people who had been continuously in care for 12 months or more. Six young people had a statement of SEN, and one was at School Action Plus.

- 0 have achieved 5+ A*-C including English and maths
- 2 have achieved 5+ A*-C
- 1 has achieved A*-C in English
- 1 has achieved A*-C in maths

PARTICIPATION AND ENGAGEMENT IN SCHOOL

Attendance at school

Primary School Overall Absence Rates

	2009/10	2010/11	2011/12	2012/13	2013/2014
North Lincolnshire	4.5%	4.4%	3.9%	4.0%	3.6%
Statistical Neighbours	5.2%	5.1%	4.4%	4.7%	n/a
England	5.2%	5.0%	4.4%	4.7%	3.8%

Source: SFR 10/2015 published 26/03/2015, Statistical Neighbour data from LAIT, SFR 12/2014

Secondary School Overall Absence Rates

	2009/10	2010/11	2011/12	2012/13	2013/2014
North Lincolnshire	6.3%	6.0%	5.3%	5.7%	5.3%
Statistical Neighbours	6.9%	6.6%	5.9%	5.9%	n/a
England	6.9%	6.5%	5.9%	5.8%	5.1%

Source: SFR 10/2015 published 26/03/2015, Statistical Neighbour data from LAIT, SFR 12/2014

Exclusion rates

	2011	2012	2013	N Lincs 3 year change	National 2013	National 3 year change
PRIMARY						
Permanent exclusions	0	0	0	0ppt	0.02%	0ppt
Fixed Term exclusions	0.9%	1.13%	1.30%	+0.4ppt	0.88%	-0.03ppt
Average number of exclusions per excluded pupil	1.97	2.46	2.55	+0.58	1.95	+0.03
Average number of days lost per excluded pupil	4.64	7.25	6.38	+1.74	3.89	-0.12
SECONDARY						
Permanent exclusions	0.05%	0	0	-0.05ppt	0.12%	-0.03ppt
Fixed Term exclusions	9.7%	7.11%	8.54%	-1.16ppt	6.75%	-1.84ppt
Average number of exclusions per excluded pupil	2.16	1.74	1.93	-0.23	1.78	-0.09
Average number of days lost per excluded pupil	4.96	4.03	4.14	-0.82	4.20	-0.37
SPECIAL						
Permanent exclusions	0	0	0	0ppt	0.07%	-0.04ppt
Fixed Term exclusions	4.3%	2.88%	2.07%	-2.23ppt	14.68%	-1.75ppt
Average number of exclusions per excluded pupil	1.67	1.40	2.50	+0.83	2.50	-0.03
Average number of days lost per excluded pupil	2.00	1.50	1.50	-0.50	4.99	-0.49

Source: SFR 28/2014, LAIT

ENGAGEMENT IN EDUCATION, EMPLOYMENT AND TRAINING

Position as of July 2014

From 1st April 2013 the government changed the method by which not in employment education or training (NEET) and not known data is calculated, with particular reference to currency lapses. From April 2013 onwards those who were NEET but would have lapsed into unknown (as they had not been in touch for 3 months) will still be recorded as NEET until such time as a positive or alternative destination is ascertained and not allowed to “lapse” and be recorded as unknown.

The impact of this will be to reduce the number and percentage of those who are not known and increase the number and percentage of those who are NEET. An adjustment factor will still be applied to the NEET numbers to take into those who have lapsed from Education, Employment and Training EET situations. There is a corresponding knock on to the in learning figures as a proportion of NEET lapses were previously assumed to be EET and added to the adjusted EET number.

	Yr 12	Yr 13	Yr 14	TOTAL
NEET Total	53	69	214	336
EET Total	1911	1858	1654	5423
In Learning Total	1900	1839	1545	5284
Not Known Total	23	73	212	308
Other (Not EET or NEET)	2	1	4	7
Not Known %	1.2%	3.6%	10.2%	5.1%
In Learning %	95.5%	91.9%	74.1%	87.0%
Adjusted NEET% (LA Definition)	2.7%	3.7%	11.3%	5.9%
Adjusted NEET	54	72	220	346
Adjusted EET	1919	1894	1724	5537

NEET

In July 2014 the adjusted percentage of young people who are **NEET** is **5.9%**, which equates to **346 young people**. The number and percentage of young people who are NEET increases with academic age from **2.7% (54 young people) for 2013 school leavers** to **11.3% (220 young people)** of those who left in 2011. Those in year 14 now make up nearly two thirds (66%) of the total NEET population in years 12-14. The majority of these are now registered with Job Centre Plus and most of these have been to college, in work or training since leaving school.

In Learning

In July 2014 the percentage of those **in learning** was **87.0%**. This figure has risen steadily since September as information on college starters has been processed and June saw a very slight rise on the previous month. As part of RPA measures colleges and other providers now have a new duty to inform the local authority of those who leave provision and weekly leaver information is now received and processed.

Not Known

In July 2014 the percentage of young people who were **Not Known** was **5.1%**. There are now **308** young people who are not known, the majority of who (212 or 69% of the not known total) are in year 14. The not known figure has been around 5% for most of this financial year.

During 2013-14 the not known % was generally lower than the previous year due to the change in calculation methodology. 2014-15 uses the same methods and the year on year change is a reduction of 1.9% points from 6.7% in June 2013 to 4.8% in June 2014. Data was not available in July 2013.

RPA

The new RPA measures are now in place for 17 year olds (year 12). The year 13 cohort is not yet within the scope of RPA but the year 12 information relates to the 2013 year 11 leavers.

Progress towards RPA	Yr 12	Yr 13
Participating %	95.5%	91.5%
Working towards	0.8%	0.2%
Temporary break from learning	0.3%	0.7%

Since the measure came in there was an initial rise in those participating as data about those in education was being processed and this has now reached a consistent level around 97% for year 12 and 91% for year 13. Each week or fortnight providers are sending in details of those who have left in accordance with their new duty to inform the local authority. This is reflected in the slight dip in participation numbers as those who have left are followed up. As students complete courses they are contacted for the year 12 September Guarantee and the slight fall in learning shows those who are not returning in year 13.

June 2014	NEET	Not Known	In Learning
North Lincolnshire	5.6%	4.8%	87.5%
Yorkshire and Humber	5.9%	4.6%	84.7%
Statistical Neighbours	5.8%	7.3%	82.3%
National	5.5%	8.6%	81.1%

The North Lincolnshire NEET percentage is 0.1% point above the national average but is now lower than the statistical neighbour and the regional average. The level of not known is still considerably lower than nationally and for statistical neighbours and comparable within the region. The North Lincolnshire in learning figure continues to remain above all comparisons.

OFSTED INSPECTION OUTCOMES

Overall Inspection Profile 2013/14

	Outstanding	Good	Requires Improvement	Inadequate	Good or better	National Good or better (as at 31/08/14)
Primary	10%	63%	21%	6%	73%	81%
Secondary	0%	73%	18%	9%	73%	70%
Special	50%	50%	0%	0%	100%	90%
All Schools	9%	65%	19%	6%	74%	81%

Of the 24 primary schools inspected in the 2013/14 academic year 38% were judged by Ofsted as good or better.

Overall effectiveness grades were:

Outstanding	1	4%
Good	8	33%
Requires Improvement	12	50%
Inadequate	3	13%

Of the 5 secondary schools/academies inspected in the 2013/14 academic year 40% were judged by Ofsted as good or better.

Overall effectiveness grades were:

Outstanding	1	20%
Good	1	20%
Requires Improvement	2	40%
Inadequate	1	20%

Proportion of pupils attending a school/academy judged as good or better

	31 st August 2013	31 st August 2014	Year-on-Year variance	National (as at 31/08/14)
Primary	75%	75%	0	81%
Secondary	84%	70%	-14ppt	74%

Source: Ofsted Dataview <http://dataview.ofsted.gov.uk>